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PROGRAM STANDARDS FOR SPECIAL EDUCATION AND LEGAL DISMISSAL FROM SCHOOL ATTENDANCE.

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THIS GUIDE PRESENTS IN OUTLINE FORM THE PROGRAM STANDARDS APPROVED BY THE OHIO STATE BOARD OF EDUCATION IN AUGUST 1966 FOR 13 SPECIAL EDUCATION PROGRAMS AND FOR LEGAL DISMISSAL FROM SCHOOL ATTENDANCE. THE FOLLOWING TOPICS ARE CONSIDERED--GENERAL STANDARDS, ELIGIBILITY FOR SERVICES, CLASS SIZE AND STUDENT AGE RANGE, HOUSING, EQUIPMENT AND MATERIALS, PROGRAM ORGANIZATION AND CONTENT, AND TEACHER QUALIFICATIONS. GENERAL AND SPECIFIC STANDARDS ARE PRESENTED FOR THESE PROGRAMS--(1) DEAF, (2) HARD OF HEARING, (3) CRIPPLED, (4) VISUALLY HANDICAPPED, (5) NEUROLOGICALLY HANDICAPPED, (6) EMOTIONALLY HANDICAPPED, (7) SLOW LEARNING, (8) SPEECH AND HEARING THERAPY, (9) CHILD STUDY SERVICES, (10) INDIVIDUAL INSTRUCTIONAL SERVICES, (11) TRANSPORTATION, (12) BOARDING HOMES FOR PHYSICALLY HANDICAPPED CHILDREN, (13) STANDARDS FOR LEGAL DISMISSAL FROM SCHOOL ATTENDANCE. (DF)

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STATE BOARD OF EDUCATION

PROGRAM STANDARDS

for
Special Education and
Legal Dismissal from School Attendance

Adopted August, 1966

Issued by

MARTIN ESSEX
Superintendent of Public Instruction

OHIO DEPARTMENT OF EDUCATION
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STATE BOARD OF EDUCATION

P R O G R A M S T A N D A R D S

for
Special Education and
Legal Dismissal from School Attendance

Adopted August, 1966

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Ohio
State Board of Education

EDb-215-01 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR DEAF CHILDREN

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit for deaf children may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to deaf children.

(3) A special education unit for supervision of a program including classes for deaf children and/or classes for hard of hearing children may be approved where there are ten or more units.

(4) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(5) All children enrolled in an approved special education unit for deaf children shall meet the standards listed below.

(B) Eligibility

(1) Any educable child who meets the following requirements shall be eligible for placement in a special education unit for deaf children:

(a) Has an intelligence quotient of 50 or above based upon an individual psychological examination administered by a qualified psychologist, is capable of profiting substantially from instruction, and is of legal school age.

(b) Has a relatively flat audiometric contour and an average pure tone hearing threshold of 70 dB or greater for the frequencies 500, 1000 and 2000 cps in the better ear (ISO-1964), or

Has an abruptly falling audiometric contour and an average pure tone hearing threshold of 70 dB or greater in the better ear for the two better frequencies within the 500-2000 cps frequency range (ISO-1964), or

Functions as a deaf child and is approved for placement in a special education class by the Division of Special Education.

(2) A current audiological and otological examination shall be required for placement in approved special education units for deaf children. Periodic examination shall be required for continued placement in an approved program.

(3) Deaf children with intelligence quotients between 50-80 should be placed in a special education program for slow learning deaf children.

(C) Class Size and Age Range

(1) The enrollment of preschool age deaf children in a unit on a half-day basis shall be a minimum of 6 and a maximum of 8.

(2) In primary and intermediate units the minimum enrollment shall be 6 and a maximum of 8.

(3) The class size for junior high and senior high units shall be:

(a) A minimum of 6 and a maximum enrollment of 8 for self-contained classes.

(b) A minimum of 6 with the maximum enrollment not to exceed 12 when a minimum of 4 children are integrated into programs for hearing children.

(c) A minimum of 8 with the maximum enrollment not to exceed 15 when a minimum of 8 children are integrated into programs for hearing children.

(4) The chronological age range for a class of deaf children at any level of instruction shall not exceed 48 months.

(D) Housing, Equipment and Materials

(1) A special education unit for deaf children shall be housed in a classroom in a regular school building (or in a special public school) which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) A special education unit for deaf children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.

(3) A special education unit for deaf children shall provide the materials and equipment necessary for the instruction of these children.

(a) Each classroom shall be equipped with suitable group auditory training equipment. Provision shall be made for maintenance and repair.

(E) Program

(1) Teachers of the deaf shall follow outlines and/or special courses of study in their daily program planning.

(2) A special education program for deaf children may be approved at the preschool, primary, intermediate, junior high school, and/or senior high school level.

(3) Special education programs for deaf children should provide continuing instructional programs and services from preschool through the secondary levels.

(4) Classes for deaf children may be organized as self-contained units in which the children receive full time instruction from the special teacher.

(5) Classes for deaf children may be organized so that provision can be made for some children to receive full time instruction from the special teacher while others receive some instruction from the special teacher and are integrated on the basis of the child's ability to succeed.

(6) There shall be written policies for the selection and placement of children in classes with hearing children on a full or part-time basis.

(7) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for deaf children.

(F) Teacher Qualifications

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

Ohio
State Board of Education

EDb-215-02 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR HARD OF HEARING CHILDREN

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit for hard of hearing children may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to hard of hearing children.

(3) A special education unit for the supervision of a program including classes for deaf children and/or classes for hard of hearing children may be approved where there are 10 or more units.

(4) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(5) All children enrolled in an approved special education unit for hard of hearing children shall meet the standards listed below.

(B) Eligibility

(1) Any educable child who meets the following requirements shall be eligible for placement in a special education unit for hard of hearing children.

(a) Has an intelligence quotient of 50 or above based upon an individual psychological examination administered by a qualified psychologist, is capable of profiting substantially from instruction, and is of legal school age.

(b) Has a relatively flat audiometric contour and an average pure tone hearing threshold of 50 dB or greater for the frequencies 500, 1000 and 2000 cps in the better ear (ISO-1964), or

Has an abruptly falling audiometric contour and an average pure tone hearing threshold of 50 dB

or greater in the better ear for the two better frequencies within the 500-2000 cps frequency range (ISO-1964), or

Functions as a hard of hearing child and is approved for placement in a special education class by the Division of Special Education.

(2) A current audiological and otological examination shall be required for placement in approved special education units for hard of hearing children. Periodic examination shall be required for continued placement in an approved program.

(3) Hard of hearing children with intelligence quotients between 50-80 should be placed in a special education program for slow learning hard of hearing children.

(C) Class Size and Age Range

(1) In units where hard of hearing children receive all of their instruction with the special education teacher the minimum enrollment shall be 8 and the maximum 10.

(2) In units where the majority of the children receive instruction with a special education teacher and participate only in physical education, art and music classes, the minimum enrollment shall be 8 and the maximum 12.

(3) In units where hard of hearing children are integrated but receive instruction with a special education teacher in lipreading drill and practice, auditory training, speech therapy and tutoring in academic subjects, the minimum enrollment shall be 8 and the maximum 15.

(4) The chronological age range for a class of hard of hearing children at any level of instruction shall not exceed 48 months.

(D) Housing, Equipment and Materials

(1) A special education unit for hard of hearing children shall be housed in a classroom in a regular school building (or in a special public school) which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) A special education unit for hard of hearing children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.

(3) A special education unit for hard of hearing children shall provide the materials and equipment necessary for the instruction of these children.

(a) Each classroom shall be equipped with suitable group auditory training equipment. Provision shall be made for maintenance and repair.

(E) Program

(1) Teachers of hard of hearing children shall follow outlines and/or special courses of study in their daily program planning.

(2) Classes for hard of hearing children may be organized as self-contained units in which the children receive full time instruction from the special teacher.

(3) Classes for hard of hearing children may be organized so that provision can be made for some children to receive full time instruction from the special teacher, while others receive some instruction from the special teacher and are integrated on an individual basis in proportion to the child's ability to succeed.

(4) Special education units for hard of hearing children shall be approved at the secondary level only on an experimental or research basis as outlined in (A)(2). Proposals for these must be submitted prior to application for approval.

(5) Special consideration for placement in secondary school programs should be given those hard of hearing children who received instruction in special education classes through the elementary school. Other alternatives which may be considered in addition to that outlined above are:

(a) Assignment to a regular class on a full-time basis if no additional instruction with special teacher is needed.

(b) Assignment to an approved class for slow learning children if they have sufficient mastery of special skills (lipreading, auditory training, speech and language), do not require additional instruction with hard of hearing and are capable of profiting from this instruction.

(c) Assignment to an approved special education class for deaf children if their needs in the language arts subjects are comparable to those of deaf children at this level.

(6) There shall be written policies for the selection and placement of children in classes for hearing children on a full or part-time basis.

(7) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for hard of hearing children.

(F) Teacher Qualifications

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

Ohio
State Board of Education

EDb-215-03 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR CRIPPLED CHILDREN

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit for crippled children may be approved only within these standards.

(2) A special education unit or fractional unit for occupational therapy or physical therapy may be approved only within these standards.

(3) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to crippled children.

(4) A special education unit for supervision of a program including classes for crippled children may be approved where there are ten or more units.

(5) A special education unit or fractional unit for crippled children may be approved for instruction in hospitals.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(7) All children enrolled in an approved special education unit for crippled children shall meet the standards listed below.

(B) Eligibility

(1) A child who has a congenital or acquired physical disability which prevents successful functioning in a regular classroom may be placed in a special education unit for crippled children upon evidence of:

(a) Current medical report of a qualified physician presently treating the crippling condition.

(b) The physical and mental readiness to benefit from instruction.

(2) Crippled children of legal school age with an intelligence quotient above 50, as indicated by an individual psychological examination by a qualified psychologist, may be placed in the special education unit if it is determined that they are capable of profiting from a formal educational program.

(3) Crippled children functioning within the slow learning range of mental ability (intelligence quotient 50-80) should be placed in a special program for slow learning crippled children.

(C) Class Size and Age Range

(1) The minimum number of pupils in a special education unit for crippled children shall be 8.

(2) Maximum class size shall be determined as follows:

(a) A primary or intermediate unit of children within an age range of 12 to 35 months shall not exceed an enrollment of 18.

(b) A primary or intermediate unit of children within an age range of 36 to 48 months shall not exceed an enrollment of 14.

(c) A junior or senior high school unit of children within a 12 to 35 months age range shall not exceed an enrollment of 18.

(d) A junior or senior high school unit of children within 36 to 48 months age range shall not exceed an enrollment of 16.

(3) A unit for slow learning crippled children (intelligence quotient 50-80) or any unit which includes slow learners shall have a minimum enrollment of 8 children and a maximum enrollment of 12 children.

(4) The chronological age range for a class of crippled children at any level of instruction shall not exceed 48 months.

(D) Housing and Equipment

(1) A special education unit for crippled children shall be housed in a classroom in a regular school building (or in a special public school) which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) All necessary special equipment, furnishings and materials for the instruction, safety and treatment of crippled children shall be provided.

(a) The building entrance shall be at ground level or equipped with an appropriate ramp.

(b) Class, treatment and cot rooms shall be located on the first floor of the building unless elevators are available.

(c) Toilet rooms and drinking fountains shall be appropriately equipped for crippled children, including necessary safety grab bars and at least one stall designed to accommodate a wheel chair.

(d) Floors should be of a nonskid nature and free of excessive wax.

(e) An adequate physical activities, recreational area shall be provided.

(f) Lunchroom facilities shall include furniture, eating utensils and equipment suitable to the individual needs of the children.

(E) Program

(1) A special education unit for crippled children may be approved when organized at the elementary and/or secondary level.

(2) Special education programs for crippled children should provide continuing instructional programs and services from kindergarten through the secondary levels.

(3) The educational program shall provide instruction and training appropriate to the mental ability and physical limitations of the children enrolled.

(4) The daily schedule for each child shall be based upon his physical condition, academic level and treatment routine.

(5) The curriculum shall include physical activities, recreation, life enrichment and, at the secondary level, a work-study program adjusted to the limitations of the children, utilizing the teacher, occupational and physical therapist, available physical education personnel, work-study coordinators and community resources.

(6) Crippled children may participate in the general school program and in certain cases may participate in selected regular class activities provided they evidence the ability to profit from such placement.

(7) Special education units for occupational and physical therapy shall provide treatments as prescribed in writing by a licensed physician.

(a) Individual prescriptions signed by the physicians shall be kept on file in these units.

(8) There shall be written policies for the selection and placement of children in a regular class on a full or part-time basis.

(9) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for crippled children.

(F) Teacher Qualifications

(1) Teachers, occupational therapists and physical therapists shall meet the requirements for certification established by the State Board of Education for their particular area of specialization.

Ohio
State Board of Education

EDb-215-04 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR VISUALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit for visually handicapped children may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to visually handicapped children.

(3) A special education unit for supervision of a program including classes for visually handicapped children may be approved where there are ten or more units.

(4) The superintendent of the school district of attendance (or his designated representative other than a classroom teacher) is responsible for the assignment of pupils to approved special education units.

(5) All children enrolled in an approved special education unit for visually handicapped children shall meet the standards listed below.

(B) Eligibility

(1) Children whose visual handicap prevents successful functioning in a regular classroom may be placed in a special education unit when the vision is 20/70 or less in the better eye after correction or when the child cannot read 18 point print at any distance, on the basis of a current examination by an eye specialist.

(2) Visually handicapped children of school age with an intelligence quotient above 50, based upon an individual psychological examination administered by a qualified psychologist, may be placed in the special education unit if they are capable of profiting from an educational program.

(3) Visually handicapped children with an intelligence quotient between 50 and 80 should be placed in a special program for slow learning visually handicapped children.

(C) Class Size and Age Range

(1) Minimum class size for a unit of visually handicapped children shall be 8.

(2) Maximum class size in a self-contained program shall be determined as follows:

(a) A primary or intermediate unit of children within an age range of 12 to 35 months shall not exceed an enrollment of 12.

(b) A primary or intermediate unit of children within an age range of 36 to 48 months shall not exceed an enrollment of 10.

(c) A junior or senior high school unit of children within a 12 to 35 month age range shall not exceed an enrollment of 14.

(d) A junior or senior high school unit of children within a 36 to 48 month age range shall not exceed an enrollment of 12.

(3) Enrollments in a resource program shall be dependent upon age range, academic achievement, and degree of visual problem, but in no case shall it be fewer than 8 children nor exceed 16 children per unit.

(4) Enrollments in an itinerant program shall be dependent upon age range, academic achievement and degree of visual problem, but in no case shall it be fewer than 8 children per unit.

(5) Combination resource and itinerant programs may be approved by the Division of Special Education based upon a proposal submitted in advance.

(D) Housing, Equipment and Materials

(1) A special education unit for visually handicapped children shall be housed in a classroom in a regular school building which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) A special education unit for visually handicapped children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.

(3) A special education unit for visually handicapped children shall provide the special materials and equipment necessary for the instruction of these children.

(a) Textbooks used in the regular grades and corresponding special texts (Braille, Large Type, Tapes) shall be provided for the use of visually handicapped children.

(b) Special equipment, such as Braille writers, tape recorders, Braille slates, typewriters, and Talking Books, shall be provided according to the educational needs of the children.

(E) Program

(1) A special education unit for visually handicapped children may be approved when organized as a unit for partially seeing children, for blind children, or a combination unit for both partially seeing and blind children.

(2) A special education unit for visually handicapped children may be approved when organized as a special class program, as an itinerant teacher plan and/or as a resource room plan.

(3) A special education unit for visually handicapped children may be approved when organized at the elementary or the secondary level.

(4) All records, including physical and psychological data, shall be maintained by the district providing the special education unit and used as a basis for the placement and transfer of children.

(a) Copies of these records shall be provided the special teacher of the unit for her information and guidance in the education of the child.

(b) Appropriate records shall be provided any school enrolling the child in case of transfer.

(5) The educational program shall provide instruction in all academic areas and special skills areas such as Braille, daily living and physical activities.

(6) Special education programs for visually handicapped children should provide continuing instructional programs and services from preschool through the secondary levels.

(7) Visually handicapped children assigned to regular classroom programs with children of their own mental and grade levels shall evidence the readiness and ability to profit from this placement and shall be provided with special materials, services and counseling according to their needs.

(8) There shall be written policies for the selection and placement of children in a regular class on a full or part-time basis.

(9) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for visually handicapped children.

(F) Teacher Qualifications

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

Ohio
State Board of Education

EDb-215-05 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR NEUROLOGICALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit for children with learning and behavioral problems related to a neurological handicap may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to children with neurological handicaps.

(3) A teacher-consultant who works full time with administrators, teachers, parents and medical personnel on problems relating to the education and adjustment of these children may be considered for approval as a full unit.

(a) Approval of such units shall be based upon an outline of program, submitted annually.

(4) A full time special education unit may be approved for a supervisor of the program for neurologically handicapped children in a district which has ten or more approved self-contained class units for these children.

(a) Two or more districts may share an approved unit for supervision.

(5) A special education unit or fractional unit may be approved only for districts where the services of a qualified school psychologist are available.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(7) All children enrolled in an approved special education unit for neurologically handicapped children shall meet the standards listed below.

(B) Eligibility

(1) Children with a medical diagnosis of a neurological handicap will be considered for placement if they are under active medical supervision.

(a) Children with severe hearing, visual or motor involvement shall not be considered for this program.

(b) Children must demonstrate the ability to produce connected language.

(2) Determination of eligibility shall be based upon physical, mental, social and emotional readiness as revealed through the complete findings of the attending physician and a qualified psychologist. All children must have a complete neurological evaluation, including an electroencephalogram, for initial placement in class.

(3) Children shall have an intelligence quotient of not less than 80 on an individual psychological examination administered by a qualified psychologist.

(C) Class Size and Age Range

(1) Minimum class size for a unit of neurologically handicapped children shall be 8. Maximum size shall be 10.

(2) Age range within a unit shall not exceed 48 months.

(3) Children over the age of 14 shall not be enrolled in a special education unit for neurologically handicapped children.

(a) Neurologically handicapped pupils over the age of 14 may be considered for special services by the teacher-consultant or through individual instruction.

(D) Housing, Equipment and Materials

(1) A special education unit for neurologically handicapped children shall be housed in a classroom in a regular school building which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) Classrooms shall be large enough to accommodate special equipment, teaching materials, and individualized and small group instruction.

(3) Provision shall be made for the reduction of visual and auditory stimuli within the classroom and school building. Each class shall have available an adequate number of portable screens to reduce stimuli.

(4) Classrooms shall be equipped with desks and chairs in varying sizes to accommodate the physical development of children within the age range of the class.

(5) Several tables and chairs shall be provided for class activity and small group work. A tape recorder with earphones for individual listening and/or a record player with appropriate records shall be available.

(E) Program

(1) Program organization in the self-contained class shall be essentially the same as for other children of the same age in the same building. This applies to length of the school day and participation in selected general school activities.

(a) Teacher assignments shall be similar to that of other teachers in the same building.

(2) There shall be written policies for the selection and placement of children in the special class and for return to the regular class on a full or part-time basis.

(3) There should be evidence that the teacher maintains periodic records for each child's academic progress and behavioral adjustment.

(4) There shall be evidence of periodic reporting to the parents of the child's academic progress and behavioral adjustment.

(5) The curriculum shall be the same as for other children in the same school district with adjustments to meet their educational needs.

(a) A diagnostic teaching approach shall be employed to utilize children's strengths and build on their weaknesses.

(b) Appropriate behavioral management techniques shall be utilized in the classroom to reduce extraneous stimuli, to minimize trial and error learning, to develop better self-concepts, and to provide external controls leading to increased self-control.

(6) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for neurologically handicapped children.

(F) Teacher Qualifications

(1) A teacher shall meet all the requirements for elementary certification as established by the State Board of Education.

(2) Additional professional preparation may be required by mutual agreement of the employing board of education and the Division of Special Education.

Ohio
State Board of Education

EDb-215-06 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR EMOTIONALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

(A) General - Residential Treatment Facility

(1) A special education unit or fractional unit may be approved for classes and occupational therapists for emotionally handicapped children only within these standards.

(2) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes to explore new techniques, procedures or methodology for educational programs in residential treatment facilities.

(3) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(4) All children enrolled in an approved special education unit for emotionally handicapped children shall meet the standards listed below.

(B) Eligibility - Residential Treatment Facility

(1) Emotionally handicapped children of legal school age enrolled in approved units shall have a general intelligence score of 60 or above as determined on an individual psychological examination administered by a qualified psychologist.

(2) Emotionally handicapped children enrolled in approved units shall be under an active, psychiatrically oriented treatment program.

(3) Emotionally handicapped children enrolled in approved units shall be able to profit substantially in an academic instructional program.

(4) There shall be a complete clinical report on each child enrolled in an approved unit. This report shall be on file in the residential treatment facility and shall be open to the Division of Special Education.

(5) The clinical report shall include a social case history, psychiatric and psychological evaluation, an estimate of prognosis, an outline of the treatment program and a record of progress in treatment.

(C) Class Size and Age Range - Residential Treatment Facility

(1) The enrollment in an approved unit shall be a minimum of 8 children and a maximum of 12 children.

(2) The calendar age range in an approved unit shall not exceed 48 months.

(D) Housing, Equipment and Materials - Residential Treatment Facility

(1) A special education unit for emotionally handicapped children shall provide adequate classroom facilities, the necessary educational materials, and appropriate equipment to meet the educational needs of these children.

(E) Program - Residential Treatment Facility

(1) The superintendent of schools (or his designated representative) shall supervise and approve the instruction, academic content and curriculum of the educational program for approved units in cooperation with the Division of Special Education.

(2) Approved units in occupational therapy shall provide treatment as prescribed in writing by the attending psychiatrist.

(3) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for emotionally handicapped children.

(F) Teacher Qualifications - Residential Treatment Facility

(1) All teachers and occupational therapists shall be under legal contract to the board of education applying for approval of the units.

(2) The teacher shall hold valid certification for the assigned area of instruction.

(3) The occupational therapist shall hold a valid certificate as an occupational therapist issued by the Department of Education.

(4) Additional professional preparation may be required of the teacher and the occupational therapist by mutual agreement of the employing board of education and the Division of Special Education.

(G) General - Day School Program

(1) School districts wishing to apply for approval of special education units for emotionally handicapped children in the public schools should submit in advance a written proposal outlining the program to the Division of Special Education.

(2) A special education unit or fractional unit may be approved for classes for emotionally handicapped children within the following standards.

(3) A special education unit or fractional unit may be approved only for districts where the services of a qualified school psychologist are available.

(4) A special education unit or fractional unit may be approved for experimental or demonstration purposes to explore techniques, procedures, functions or methodology for emotionally handicapped children in the public schools.

(5) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(H) Eligibility - Day School Program

(1) There shall be written policies for the selection and placement of children in the special class and the selection and return of children to a regular class on a part or full time basis.

(2) All children enrolled in an approved special education unit for emotionally handicapped children shall meet the standards listed below:

(a) Emotionally handicapped children of legal school age enrolled in approved units shall have a general intelligence score of 80 or above as determined on an individual psychological examination administered by a qualified psychologist.

(b) Emotionally handicapped children enrolled in approved units shall be able to profit substantially in an academic instructional program.

(I) Housing, Equipment and Materials

(1) A special education unit for emotionally handicapped children shall be housed in a classroom in a regular school building, which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(J) Class Size and Age Range

(1) The enrollment in an approved unit shall be a minimum of 6 children and a maximum of 15 children.

(2) The calendar age range in an approved unit shall not exceed 48 months.

(K) Program

(1) There shall be evidence of annual evaluation of the educational progress of all children placed in a special class for emotionally handicapped children.

(L) Teacher Qualifications

(1) The teacher shall hold valid certification for the assigned area of instruction.

(2) Additional professional preparation may be required of the teacher by mutual agreement of the employing board of education and the Division of Special Education.

Ohio
State Board of Education

EDb-215-07 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR SLOW LEARNING CHILDREN

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit may be approved for slow learning children only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to slow learning children.

(3) A special education unit for supervision of a program for slow learners may be approved when there are 30 or more approved units in a district.

(a) Two or more districts may share an approved unit for supervision.

(4) All children enrolled in an approved special education unit for slow learning children shall meet the standards listed herein.

(5) A work-study coordinator who works full time with administrators, school staff, parents, pupils and the business community on problems relating to the job training and adjustment of senior high school slow learners may be considered for approval as a full unit.

(a) Approval of such units shall be based upon a plan submitted in advance to the Division of Special Education.

(b) Two or more districts or high schools may share an approved unit for work-study coordination.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(B) Eligibility

(1) Children shall be in the general intelligence range of 50 through 80. They shall also be of legal school age in the district operating the class, and must have sufficient maturity to adjust to general school routines.

(2) Intelligence level shall be determined through an individual examination by a qualified psychologist.

(a) Preference is given to the Binet scale for children of elementary school age. The psychologist should use supplementary measures whenever need for these is indicated.

(3) A copy of the psychological report shall be available to the classroom teacher.

(4) In areas or school districts where school psychological service is not available, provisional admission to the class may be made on the basis of two or more recent group tests showing close agreement. Children so placed shall not score higher than 80 on either group test and should be given an individual appraisal within two years of placement in the special class.

(5) Children placed in slow learning classes shall be reevaluated periodically. Initial test results which are more than three years old shall not be used for continued placement.

(a) Pupils who exhibit noticeable difficulty in behavioral adjustment and/or instructional progress in the special class(es) shall be given more frequent and more detailed reevaluation, including an appropriate medical diagnosis where indicated.

(6) Slow learning crippled children, or slow learning children with serious visual or hearing handicaps who reside in school districts where classes for children with similar physical handicaps are not available but where regular slow learning classes do exist, may be enrolled in such slow learning classes if:

(a) They have been adjudged slow learning on the basis of an individual psychological examination.

(b) They are referred as crippled, visually handicapped, or hearing impaired by the proper medical authority.

(c) They can be transported either on the school bus or by other means as may be provided for physically handicapped children.

(d) They are sufficiently ambulatory, in the case of crippled children, to care for their own physical needs in a regular school situation.

(e) They fit the age range of the class or classes in operation and if the enrollment in such class(es) is sufficiently low that a physically handicapped child can be accomodated.

(C) Class Size and Age Range

(1) Minimum class size for a slow learning unit shall be 12 children.

(2) Maximum class size is as follows:

(a) An elementary unit with an age range of 24 months or less shall not exceed an enrollment of 20 pupils.

(b) An elementary unit with an age range of 25 to 48 months shall not exceed an enrollment of 16 pupils.

(c) A secondary unit with an age range of 24 months or less shall not exceed an enrollment of 22 pupils.

(d) A secondary unit with an age range of 25 to 48 months shall not exceed an enrollment of 20 pupils.

(e) In a secondary unit where a work-study program is in operation, maximum class size shall not exceed 30 pupils.

(3) Class size may be adjusted downward for individual units at any age level where pupils with multi-handicaps are enrolled.

(D) Housing, Equipment and Materials

(1) A special education unit for slow learning children shall be housed in a classroom in a regular school building, which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) Equipment and materials shall be appropriate for the maturity and interest levels of the children.

(E) Program

(1) A comprehensive program shall be provided to serve all slow learning children on a continuum from primary through high school.

(a) A district initiating its first unit shall provide a continuous program primary through secondary levels within six years.

(b) A district with a high school program shall develop a work-study program within three years from the time the special program is initiated.

(c) Two or more school districts may combine resources in order to provide adequate facilities for all slow learning pupils in the cooperating districts.

(2) Program organization shall be essentially the same as the program for other pupils of the same age in the same building. This applies to the length of the school day, amount of participation in general school activities, and grouping of pupils in the same classroom.

(a) In the elementary school the unit is primarily self-contained.

(b) In the secondary school, slow learners shall participate with the general student body in selected non-academic courses and activities.

(c) In secondary schools where several teachers work in a departmentalized manner, each teacher shall have the equivalent of one special unit as a full time assignment.

(d) In secondary schools where one special teacher carries full responsibility, this teacher shall have one special class only. While not all pupils at this age level remain with the special class teacher all day, the teacher's responsibility is a full time one.

(3) The instructional program for all age levels shall be appropriate to the needs and capabilities of slow learning pupils.

(a) In the elementary programs, the special teacher has full time responsibility for the children.

(b) In the secondary program, all academic work, personal and occupational guidance shall be carried on by the special class teacher(s). In addition, the special class teacher has the responsibility for coordination of the total instructional program for these pupils within the school.

(c) The curriculum of an approved unit in high school shall include the minimum requirements toward graduation as established by the Ohio High School Standards.

(c) Work-study programs in the senior high schools shall be a part of the total curriculum offering for these students.

(4) Teachers shall follow outlines and/or special courses of study in their daily program planning as designed for slow learning children.

(5) There shall be evidence of periodic evaluation of the educational progress of all children above the primary age range placed in approved units for slow learning children.

(F) Teacher Qualifications

(1) A teacher shall meet all the requirements for certification as established by the State Board of Education for this area of specialization.

Ohio
State Board of Education

EDb-215-08 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR SPEECH AND HEARING THERAPY

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit may be approved for speech and hearing therapy only within these standards.

(2) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes designed to provide a new or different approach to the techniques and/or methodology related to speech and hearing therapy.

(3) One special education unit in speech and hearing therapy may be approved for the first 2,000 children enrolled in grades K-12 in a school district.

(4) Additional special education units in speech and hearing therapy may be approved for each additional 2500 children enrolled in a school district in grades K-12.

(5) School districts employing four or more speech and hearing therapists may designate one therapist as coordinator for technical assistance and professional guidance. The case load of such a therapist may be lowered on a pro-rated basis.

(6) The number of centers in which a speech therapist works should be determined by the enrollment of the building and needs of the children. Not more than four centers are recommended, and the maximum shall not exceed six at any given time for one therapist employed on a full-time basis. Therapists employed less than full time shall reduce the number of centers served proportionately.

(7) Two or more districts may arrange cooperatively for the employment of one speech and hearing therapist.

(B) Selection of Children

(1) Selection of children for speech and hearing therapy shall be made by the therapist.

(2) The bases for selection of new students for speech therapy shall include:

(a) Diagnostic speech evaluation, including observation of the speech structures.

(b) Audiometric evaluation prior to initiating therapy.

(c) General examination by school or family physician when indicated.

(d) Referral of children with voice problems to an otolaryngologist through the school or family physician when indicated.

(e) Physchological services when indicated.

(3) The bases for selection of children for speech-reading (lipreading) and auditory training shall be:

(a) Individual audiometric evaluation.

(b) Otological examination, with a copy of the report filed with the speech therapist.

(C) General Organization

(1) Class size shall be limited to a maximum of five students.

(2) Class periods shall be a minimum of thirty minutes for children seen in groups. Individual lessons may be fifteen to thirty minutes in length.

(3) Each therapist shall maintain adequate records of all students, including those screened, those presently a part of the case load, and those dismissed from therapy.

(4) Children shall not be dismissed from therapy before optimum improvement has been reached.

(5) Periodic assessment of children dismissed from therapy should be made over a two-year period.

(D) Methods of Scheduling

(1) Traditional Method of Scheduling

(a) Elementary children shall be enrolled for a minimum of two periods weekly until good speech patterns are consistently maintained. Children may be seen less frequently in the "tapering off" period.

(b) Children enrolled in high school classes may be scheduled once a week, although twice-weekly sessions may be desirable where scheduling permits.

(c) One full-time therapist shall serve a minimum of 75 to a maximum of 100 students in active therapy.

(2) Intensive Cycle Method of Scheduling

(a) The speech and hearing therapist shall schedule at least four one-half days of each week in each center. One-half day per week should be used to follow up cases in previous cycles where continued reinforcement is indicated.

(b) Each speech center shall be scheduled for a minimum of 2 to a maximum of 4 intensive cycles per year.

(c) The length of a scheduled intensive cycle shall be a minimum of 5 to a maximum of 10 consecutive weeks.

(d) The individual intensive cycles scheduled at a particular center shall not be consecutive, but shall alternate with time blocks in other centers.

(e) The first intensive cycle scheduled at each center should be longer to provide sufficient time for screening, selecting pupils and initiating the program.

(3) Combination of Scheduling Methods

(a) A combination of the intensive cycle and traditional methods may be scheduled by a therapist based on a plan submitted to the Division of Special Education.

(E) Housing, Equipment and Materials

(1) A quiet, adequately lighted and ventilated room with an electrical outlet shall be provided in each center for the speech and hearing therapist.

(2) The space in each center shall have one table with five medium size chairs, one teacher's chair, one bulletin board, one permanent or portable chalkboard, and one large mirror mounted so that the therapist and students may sit before it.

(3) School districts shall make available one portable individual pure tone audiometer for the use of the speech and hearing therapist.

(a) A speaker attachment should be included for use in auditory training units.

(b) The audiometer should be calibrated annually. Calibration shall be completed at least once every three years. Calibration to International Standards Organization specifications is recommended.

(4) School districts shall make available one portable tape recorder for the use of each speech and hearing therapist.

(5) Each speech therapist shall have access to a locked file, a private office, a telephone and appropriate secretarial services.

(F) Conference and Follow-up

(1) Not less than one-half nor more than one day per week shall be allocated for coordination of the program, parent, staff and agency conferences concerning individual students, and related follow-up activities.

(2) Part of the coordination time may be devoted to the development of speech and language improvement programs on a consultative basis.

(G) Qualifications for Speech and Hearing Therapists

(1) All speech and hearing therapists shall meet all the requirements for the special certificate in speech and hearing therapy as established by the State Board of Education.

(2) Speech and hearing therapists shall possess acceptable speech patterns and be able to hear within normal limits.

Ohio
State Board of Education

EDb-215-09 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR CHILD-STUDY SERVICES

(Adopted August, 1966)

(A) SCHOOL PSYCHOLOGY

(1) General

(a) A special education unit or fractional unit may be approved for a school psychologist only within these standards.

(b) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes to explore new techniques, procedures or functions in school psychology.

(c) A special education unit or fractional unit may be approved for a coordinator, supervisor or director of a recognized child study program on the basis of a plan submitted in advance to the Division of Special Education.

(d) All special education units or fractional units in school psychology shall be staffed by personnel certified as school psychologists by the Ohio Department of Education under standards approved by the State Board of Education.

(e) The program of psychological services developed in connection with these units shall be approved by the Division of Special Education.

(f) One special education unit in school psychology may be approved for the first 3,000 children enrolled in a school district(s) in grades K-12.

(g) Additional special education units in school psychology may be approved for each additional 5,000 children enrolled in a school district(s) in grades K-12.

(h) Fractional units in school psychology may be approved on the basis of a plan submitted in advance to the Division of Special Education.

(2) Primary Role and Function

(a) The primary responsibility of the school psychologist shall be to assist the school in improving the achievement and adjustment of children, including those with physical, mental and emotional handicaps.

(b) The primary function of the school psychologist shall be the intensive, individual psychological study of children referred to him because of learning and/or adjustment problems.

(i) A minimum of 70%, or an average of 3½ days per week, should be spent in individual child study, scheduled parent and teacher conferences, and preparing psychological reports.

(ii) The case load for comprehensive evaluation should range from 100 to 350 children per year, including problems relating to placement, learning difficulties, behavior problems, adjustment difficulties, developmental disabilities and parent and family relations.

(c) The school psychologist shall consult, collaborate and counsel with teachers, parents, and other professional workers in the school and the community to assist them in improving the learning and adjustment of the children referred.

(d) The school psychologist shall cooperate in the referral of children needing therapy or treatment to appropriate community agencies, medical or psychiatric facilities.

(e) The school psychologist shall participate actively in the identification of exceptional children, and may participate in the organization and operation of special education programs.

(3) Secondary Role and Function

(a) The school psychologist may participate with curriculum committees where a specialized knowledge of child growth and development, learning theory, personality dynamics and motivation is involved.

(b) The school psychologist may participate with staff and administrative committees as a consultant in the development of in-service activities and personnel policies and practices.

(c) The school psychologist may participate with committees in pupil services as a consultant on problems concerning individual children with learning and/or behavior problems.

(d) The school psychologist may service as a consultant to the professional school staff on mental health problems in the classroom.

(e) The school psychologist may participate in the development, interpretation and utilization of a standardized group testing program in the school system.

(f) The school psychologist may provide services for academically gifted children.

(g) The school psychologist may be involved in pertinent school-oriented research activities as a consultant, expediter, investigator or interpreter.

(h) The school psychologist may serve as a resource person to the school staff, parents and the community in developing better understanding and applications of the principles of child development, learning, mental health, and individual differences to assure continued coordinated community planning for children.

(4) General Organization of Services

(a) The school psychologist shall be assigned as a staff person and consultant in an advisory and leadership role, and shall not assume authority or responsibility for the operation of the school program.

(b) A bulletin describing role, function and referral procedures shall be prepared to structure psychological services for the school staff and community.

(c) The school psychologist shall be provided with adequate clerical services.

(d) The majority of the school psychologist's time with children, teachers and parents shall be conducted within the local school buildings. Provisions should be made to provide space free from interruptions for consultation and testing.

(5) Organization of Individual Child-Study Services

(a) The school psychologist shall effectively utilize individual child-study techniques, including:

(i) A variety of recognized individual tests of ability.

(ii) Tests of academic performance.

(iii) Individual educational, achievement and social maturity scales.

(iv) Projective procedures.

(v) Observational and interview techniques.

(b) The school psychologist shall maintain an organized child-study file containing all pertinent data relating to the children referred.

(c) All individual studies shall be accompanied by written reports indicating identifying data, reason for referral, report of test results and pertinent recommendations.

(d) The psychological findings shall be treated as confidential information by all professional personnel.

(e) Written reports on comprehensive evaluations shall include appropriate, practical and pertinent recommendations developed in cooperation with the school staff.

(f) Written reports on comprehensive evaluations shall include a summary of pertinent agency reports as well as a summary of parent, agency and school staff conferences.

(B) INTERN IN SCHOOL PSYCHOLOGY

(1) General

(a) A special education unit may be approved for an intern in school psychology only within these standards.

(b) A special education unit for the intern in school psychology may be approved for experimental, demonstration or research purposes to explore new techniques or procedures in training school psychologists.

(c) The special education unit for the intern in school psychology shall be staffed by an intern certified for one year for this purpose by the Division of Teacher Education and Certification in a program handled cooperatively through the employing superintendent, the supervising university, and the Division of Special Education.

(d) The special education unit for the intern in school psychology shall be staffed by an individual who has completed one year of graduate work in an approved school psychology training program.

(e) The special education unit shall be approved only for those interns planning to provide at least one year of service as a school psychologist in the schools of Ohio subsequent to completion of the internship experience.

(f) The employing school district shall be approved as an intern center on an annual basis by the Division of Special Education.

(g) The supervising university shall have a school psychology training program approved by the Division of Teacher Education and Certification.

(2) Organization

(a) The intern training program shall involve the cooperative efforts of the Division of Special Education, the supervising university and the local school district.

(b) Interns shall be placed in local school systems approved by the Division of Special Education.

(c) Interns shall be supervised by a faculty member of an approved school psychology training program.

(d) Interns shall also be supervised by a certified school psychologist employed by the local school district.

(e) The intern shall receive graduate credit for the internship and shall be registered at the university during the entire internship.

(f) University supervision of the intern program may be considered on a geographic basis with inter-university reciprocity.

(g) The intern program shall encompass one school year on a full-time basis.

(h) The intern program shall provide the intern with a well-rounded, supervised experience in the practice of school psychology.

(i) The local school system shall employ at least one full-time certified school psychologist and shall have the equivalent of one unit for child study services operating under the standards established by the State Board of Education.

(j) The supervising psychologist in the local school system shall have at least two full years of experience as a successful school psychologist, with at least one year completed in the school system where the internship center is located.

(k) The local school system shall make it possible for the school psychologist to provide intensive, direct and personal supervision for the intern in the local school setting.

(l) The local school system shall provide adequate office space, equipment, facilities and clerical services for the intern.

(m) The local school system shall prepare, in cooperation with the supervising university, an outline of the experiences planned for the intern. This outline shall be signed by the university supervisor and the staff member in charge of psychological services in the local school system. A copy of this outline shall be submitted to the Division of Special Education along with or preceding the application for approval of the unit.

(n) The local school system shall require the intern to submit to the university whatever reports the university and the school system deem advisable.

(o) The local school system shall require the intern to attend whatever in-service training meetings the university and the school system deem advisable.

(3) Multiple Internship Training Centers

(a) Multiple internship training centers may be established with the annual approval of the Division of Special Education under State Board of Education Standards 09-(B), Intern in School Psychology.

(b) There should be at least one more full-time certified school psychologist than the number of interns assigned to the school district.

(c) One certified school psychologist shall be assigned the specific responsibility for training and supervision of intern psychologists, and shall be given released time from other duties for these activities.

(C) VISITING TEACHER-COUNSELOR

(1) General

(a) A special education unit or fractional unit may be approved for a visiting teacher or counselor only within these standards.

(b) A special education unit or fractional unit may be approved for experimental, demonstration or research purposes to explore techniques, procedures, role and function in these areas.

(2) Eligibility

(a) All special education units or fractional units for visiting teachers shall be staffed by individuals certified as visiting teachers.

(b) All special education units or fractional units for counselors shall be staffed by individuals certified as school counselors.

(3) Program - Visiting Teacher

(a) Visiting teachers who are assigned and scheduled to work full or part time with approved special education programs for physically, mentally and emotionally handicapped children may be approved as full or fractional units.

(b) The visiting teacher program developed in connection with these units shall be submitted for approval in advance to the Division of Special Education.

(c) The visiting teacher shall assist in the developmental, social, educational, medical and psychological data on physically, mentally and emotionally handicapped children to determine their eligibility for placement in approved special education programs or services.

(d) The visiting teacher shall provide casework services to children and parents of children with physical, mental and emotional handicaps to assist in the placement, referral and adjustment of these children.

(e) The visiting teacher shall consult and collaborate with parents, teachers and other professional workers in the school and in community agencies to improve the adjustment and management of physically, mentally and emotionally handicapped children at school and in the home.

(4) Program - Counselor

(a) Counselors who are assigned and scheduled to work full or part time with approved special education programs for physically, mentally and emotionally handicapped children may be approved as full or fractional units.

(b) The counseling program developed in connection with these units shall be submitted for approval in advance to the Division of Special Education.

(c) The primary function of the counselor shall be to provide educational and vocational counseling and guidance services to children with physical, mental and emotional handicaps.

(d) The counselor may be assigned to coordinate a work-school program for physically, mentally and emotionally handicapped children.

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EDb-215-10 PROGRAM STANDARDS FOR INDIVIDUAL INSTRUCTIONAL SERVICES

(Adopted August, 1966)

(A) HOME INSTRUCTION

(1) Eligibility

(a) Home instruction may be approved for children who are physically unable to attend school even with the aid of transportation.

(b) Home instruction may be approved for educable children who are capable of profiting from a formal educational program.

(c) Children shall have a mental age of 6-0 years or above to be eligible for home instruction services.

(d) Telephone instruction may be approved within these standards.

(e) Applications for home instruction for children who are not physically handicapped shall not be approved.

(2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for home instruction.

(b) All applications for home instruction shall be approved in advance.

(c) A child shall be examined medically and recommended for instruction each year.

(d) Short-term instruction shall not be approved. Payment shall not be made for students receiving less than 20 hours of instruction during the school year.

(e) The local school shall keep accurate records on grades of students on home instruction. These records shall be available to the Division of Special Education upon request.

(f) The teacher employed by a board of education for home instruction shall hold an Ohio teaching certificate appropriate for the level of instruction to which the assignment for home instruction is made.

(3) Reimbursement

(a) The Division of Special Education may approve $1.50 per hour for home instruction at a rate of not less than $3.00 per hour, and one-half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) The Division of Special Education may approve telephone instruction as follows: One-half of the cost of installation service, one-half of the monthly service charge, and one-half of the cost of one hour of instruction per week by a qualified teacher not to exceed $6.00 per hour.

(c) Home instruction may be approved for one hour for each day a child is physically unable to attend school. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) Data to be Submitted

(a) A test of mental ability to determine readiness to profit from a formal academic program is required for all children in the first grade, for older children who have not been in school, and for children retarded in grade.

(b) The medical section of the application blank shall be filled out and signed by the licensed physician who is presently treating the child.

(c) All applications for home instruction shall be completed in duplicate and submitted to the Division of Special Education.

(d) Applications for telephone instruction should be submitted on the regular home instruction forms.

(e) Reimbursement claims for all approved home instruction shall be submitted by August 1 of each year on the designated claim forms.

(B) TUTORING SERVICES FOR HEARING HANDICAPPED STUDENTS

(1) Eligibility

(a) Hearing handicapped children (State Board of Education Standards, Section 01 and/or Section 02) may be considered for individual tutoring under one of the following criteria:

(i) There is no immediate special class placement for the child.

(ii) The child has received instruction in an approved special education unit for deaf and/or hard of hearing children and has been returned to a regular junior and/or senior high school program.

(iii) The child is unable to attend school for a full day due to a physical problem in addition to the hearing loss.

(iv) The child is evaluated by the Educational Clinic Team and the Central Review Committee recommends approval of individual tutoring.

(2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for individual tutoring for hearing handicapped children.

(b) Applications of individual tutoring for hearing handicapped children shall be approved for a specific number of hours which will depend upon the age of the child, the level of instruction, the nature and degree of the hearing loss and the child's ability to profit substantially from the instruction.

(c) The teacher employed by a board of education for individual tutoring shall hold an Ohio teaching certificate appropriate for the level of instruction to which assignment for tutoring is made.

(3) Reimbursement

(a) The Division of Special Education may approve $1.50 per hour for individual tutoring for hearing handicapped children at a rate of not less than $3.00 per hour, and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) The approval for individual tutoring shall not exceed a maximum of 5 hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) Data to be Submitted

(a) All applications for individual tutoring shall be completed and submitted in duplicate to the Division of Special Education. Only one copy of the following reports should be submitted:

(i) Recent report of otological examination.

(ii) Recent report of school psychologist.

(iii) Recent report of audiologist.

(iv) Recent report of child's school progress and achievement.

(b) Reimbursement claims for all approved tutoring for hearing handicapped children shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

(C) TUTORING SERVICES FOR VISUALLY HANDICAPPED CHILDREN

(1) Eligibility

(a) Visually handicapped children (State Board of Education Standards, Section 04) may be considered for individual tutoring under one of the following criteria:

(i) No suitable special education program is available.

(ii) Transfer to a regular school program from an approved special education program for visually handicapped children.

(iii) Unable to attend school for a full day due to some other physical problem in addition to the visual handicap.

(iv) The service has been recommended by the Educational Clinic Team and the Review Committee.

(2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for tutoring.

(b) Approval may be made for a school year or a specific period of time during any current school year.

(c) The teacher employed by a board of education for tutoring shall hold an Ohio teaching certificate appropriate for the level of instruction to which she is assigned.

(3) Reimbursement

(a) The Division of Special Education may approve $1.50 per hour for individual tutoring for visually handicapped children at a rate of not less than $3.00 per hour, and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) The approval for individual tutoring shall not exceed a maximum of 5 hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) Data to be Submitted

(a) All applications must be completed in duplicate and submitted to the Division of Special Education. One copy of the following reports should accompany the application:

(i) Report of psychological examination to determine child's ability to benefit from the tutoring services.

(ii) Current eye report by qualified examiner to show type and extent of child's visual impairment.

(b) Reimbursement claims for all approved individual tutoring for visually handicapped children shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

(D) STUDENT READER SERVICE FOR CHILDREN WITH VISUAL HANDICAPS

(1) Reader service may be approved for visually handicapped children (State Board of Education Standards, Section 04) in the sixth grade and above who are visually unable to meet the reading requirements of their grade level.

(2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for reader service.

(b) Approval may be granted for a school year or a specific period during the current school year.

(c) The student reader employed by the board of education shall be chosen by the superintendent of schools or the principal of the school in which service is given. He shall be supervised by the principal or a teacher designated by the principal.

(3) Reimbursement

(a) The Division of Special Education may approve reader service at a rate of $1.00 per hour.

(b) The approval for reader service shall not exceed a maximum of ten hours per week. The total number of weeks shall not exceed the total number of weeks the school district is legally in session.

(4) Data to be Submitted

(a) Reimbursement claims for all approved reader service shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

(E) INDIVIDUAL SERVICE FOR NEUROLOGICALLY HANDICAPPED CHILDREN

(1) Eligibility

(a) Children with normal potential ability who have a medical diagnosis of a neurological handicap and who are under active medical supervision may be considered for service on a temporary basis.

(b) Individual instruction shall be approved only when there is sufficient discrepancy between mental maturity and achievement level to warrant such service.

(c) All individual instruction should be given at school. Children receiving this service shall be in regular school attendance.

(d) Individual instruction may be considered for children who meet the above criteria when there is no self-contained program available.

(2) General Information

(a) The superintendent of schools or his designated representative shall sign all applications for instruction.

(b) All applications for instruction shall be approved in advance.

(c) A child must be examined medically and recommended for instruction each year.

(d) The teacher employed by a board of education for such instruction shall hold an Ohio teaching certificate appropriate for the age and grade level of the child.

(3) Reimbursement

(a) The Division of Special Education will approve $1.50 per hour for individual instruction at an approved rate of $3.00 per hour and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) Approval may be made for a specific period during any current school year, not to exceed five hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) Data to be Submitted

(a) All applications must be completed in duplicate and submitted to the Division of Special Education.

(b) A report of the medical diagnosis.

(c) A report of an individual psychological examination by a qualified psychologist.

(d) Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

(F) INDIVIDUAL SERVICE FOR EMOTIONALLY HANDICAPPED CHILDREN

(1) Eligibility

(a) Children with normal potential ability who have a medical diagnosis of an emotional handicap and who are under active medical supervision may be considered for service on a temporary basis.

(b) Individual instruction shall be approved only when there is sufficient discrepancy between mental maturity and achievement level to warrant such service.

(c) All individual instruction should be given at school. Children receiving this service shall be in regular school attendance.

(d) Individual instruction may be considered for children who meet the above criteria when there is no self-contained program available.

(2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for instruction.

(b) All applications for instruction shall be approved in advance.

(c) A child must be examined medically and recommended for instruction each year.

(d) The teacher employed by a board of education for such instruction shall hold an Ohio teaching certificate appropriate for the age and grade level of the child.

(3) Reimbursement

(a) The Division of Special Education will approve $1.50 per hour for individual instruction at an approved rate of $3.00 per hour and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) Approval may be made for a specific period during any current school year, not to exceed five hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) Data to be Submitted

(a) All applications must be completed in duplicate and submitted to the Division of Special Education.

(b) A report of the medical diagnosis.

(c) A report of an individual psychological examination by a qualified psychologist.

(d) Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

Ohio
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EDb-215-11 PROGRAM STANDARDS FOR TRANSPORTATION OF HANDICAPPED CHILDREN

(Adopted August, 1966)

(A) Eligibility

(1) Transportation may be approved for physically handicapped children (State Board of Education Standards, Section 01-05) attending a special class program approved by the Division of Special Education.

(2) Transportation may be approved for physically handicapped children (State Board of Education Standards, Section 01-05) attending a regular class in public and/or parochial school.

(3) Transportation may be approved for emotionally handicapped children (State Board of Education Standards, Section 06) only when attending a special class program for emotionally handicapped approved by the Division of Special Education.

(4) Requests for transportation for less than two months duration shall not be approved by the Division of Special Education.

(5) The superintendent of schools (or his designated representative) shall sign all applications for transportation of handicapped children.

(B) Reimbursement

(1) Contract or Board-Owned Vehicles

(a) The Division of Special Education may approve for reimbursement the actual costs of transportation up to $2.00 per day per child in average daily membership and one half of the actual cost in excess of $2.00 per day.

(2) Other Reimbursable Costs

(a) The Division of Special Education may approve for reimbursement the actual costs of transportation on public transportation.

(b) The Division of Special Education may approve for reimbursement the actual costs for guide service for visually handicapped children (State Board of Education Standards, Section 04), not to exceed $1.25 per day per child.

11 TRANSPORTATION OF HANDICAPPED CHILDREN (Cont'd)

(C) Data to be Submitted

(1) Applications for transportation of physically handicapped children to regular school must be signed by a licensed physician and submitted annually in duplicate to the Division of Special Education.

(2) Applications for transportation of physically and/or emotionally handicapped children to special class programs approved by the Division of Special Education shall be submitted annually in duplicate by the school district transporting the child.

(3) Reimbursement claims for approved transportation shall be submitted by August 1 of each year on the designated claim forms to the Division of Special Education.

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EDb-215-12 PROGRAM STANDARDS FOR BOARDING HOMES FOR PHYSICALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

(A) Eligibility

(1) A physically handicapped child (State Board of Education Standards, Section 01-05) who resides in a school district that does not maintain a special education program to meet his needs may attend school in another school district where such a program is available.

(2) When a physically handicapped child attends a special education class in a school district other than that of his residence, he may be boarded (if the distance from one district to the other is too far for the child to be transported daily) and the cost of such board may be reimbursed if approved in advance by the Division of Special Education.

(3) The criteria for approval of children for boarding home placement shall be determined upon:

(a) The availability of appropriate special education programs.

(b) The travel distance involved.

(c) The physical, mental and social readiness of the child to adjust to a boarding home.

(d) The availability of licensed boarding homes in the school district providing special education programs.

(B) General Information

(1) The superintendent of schools (or his designated representative) shall sign all applications for boarding homes.

(2) Applications for children being considered for boarding home placements must be submitted by the superintendent of the school district in which the child legally resides or the superintendent of the district which maintains a special education program if this district advances payment for the boarding home.

(3) The responsibility for finding boarding homes snall not be assumed by school personnel nor by the parents. This responsibility is vested in the Ohio Department of Public Welfare.

(4) The placement of children in or the changing of children from one licensed boarding home to anotner shall be the responsibility of the Ohio Department of Public Welfare.

(C) Reimbursement

(1) The Division of Special Education may approve for reimbursement a rate of $15.00 for a five-day week and a rate of $18.00 for a seven-day week in a licensed boarding home.

(D) Data to be Submitted

(1) The school district that advances payment for tne boarding home shall:

(a) Complete Form SE 12-I in triplicate on all initial applications and submit them to the Division of Special Education.

(b) Complete Form SE 12-II in duplicate and submit tnem to the Division of Special Education.

(2) Reimbursement claims for all approved boarding homes shall be completed on the designated claim forms and submitted to the Division of Special Education not later than August 1 of each year.

Ohio
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EDb-215-13 PROGRAM STANDARDS FOR LEGAL DISMISSAL FROM SCHOOL ATTENDANCE

(Adopted August, 1966)

(A) General

(1) All dismissals shall be approved by the State Superintendent of Public Instruction within the standards adopted by the State Board of Education.

(2) A child approved for dismissal in accordance with these standards cannot legally be admitted to the public schools of this state while the dismissal is in force.

(3) A dismissal may be revoked by the State Superintendent upon receipt of a written request from the school district in which the child resides.

(4) A dismissal may be revoked by the State Board of Education when good cause is shown.

(B) Eligibility

(1) Compulsory School Age
Approval of dismissals will be granted only on children that are of compulsory school age. (Chronological age between 6 and 18 years of age.)

(2) Children Under Calendar Age 10 Years, Intelligence Quotients Below 50
Dismissals of children within this range may be approved on a temporary basis for one or two years, depending on the data submitted.

(3) Children Over Calendar Age 10 Years, Intelligence Quotients Below 50
Dismissals of children within this range may be approved on a permanent basis.

(4) Children With Calendar Ages 14 and 15, Intelligence Quotients Below 60
Dismissals of children within this range may be approved on a permanent basis.

(5) Children Over Calendar Age 16, Intelligence Quotients Below 70
Dismissals of children within this range may be approved on a permanent basis.